

107<sup>TH</sup> CONGRESS  
2<sup>D</sup> SESSION

**H. R. \_\_\_\_\_**

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IN THE HOUSE OF REPRESENTATIVES

Mr. SWEENEY (for himself and Mrs. MALONEY of New York) introduced the following bill; which was referred to the Committee on

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**A BILL**

To authorize funds to compensate New York City public schools for operating and education-related expenses (including mental health and trauma counseling and other appropriate support services), resulting from the terrorist attack on such city on September 11, 2001.

1       *Be it enacted by the Senate and House of Representa-*  
2       *tives of the United States of America in Congress assembled,*

3       **SECTION 1. FINDINGS AND PURPOSE.**

4       (a) FINDINGS.—Congress finds the following:

5               (1) The September 11, 2001, attack on the  
6       World Trade Center represented the single greatest



1 act of terrorism perpetrated against the United  
2 States.

3 (2) The Federal Government has responded  
4 quickly and provided many of the necessary re-  
5 sources to begin the rebuilding process in New York  
6 City, New York.

7 (3) September 11, 2001, had a damaging im-  
8 pact on the 1,100,000 students, 137,000 staff mem-  
9 bers (superintendents, principals, teachers, adminis-  
10 trators and staff), and millions of families com-  
11 prising the New York City public schools (referred  
12 to in this Act as the “NYCPS”) community.

13 (4) More than 1,500 students and 800 staff  
14 members lost a family member or loved one as a re-  
15 sult of the disaster.

16 (5) Faculty and staff of the NYCPS reacted  
17 with extraordinary calm, grace, and bravery to evac-  
18 uate and ensure that every child in their care was  
19 safe. Their diligence prevented even a single injury  
20 from occurring in the midst of unprecedented may-  
21 hem.

22 (6) The Chancellor of the New York City Board  
23 of Education, members of community school boards,  
24 principals, assistant principals, teachers, and coun-  
25 selors worked tirelessly after the event to ensure



1       that schools resumed classes and returned to their  
2       regular school schedule as soon as possible. They  
3       also worked aggressively to restore a safe, supportive  
4       school environment and to regain normalcy and sta-  
5       bility throughout the entire school system.

6               (7) The closure of certain bridges and tunnels  
7       to Manhattan, New York City, New York, in the  
8       aftermath of the disaster, impacted not only Man-  
9       hattan-resident students. Approximately 50,000 stu-  
10       dents (a population that exceeds the individual stu-  
11       dent enrollments of school districts for the cities of  
12       Atlanta, Georgia, Oakland, California, Minneapolis,  
13       Minnesota, and Seattle, Washington) from other  
14       boroughs that attend school in Manhattan were af-  
15       fected by travel disruptions and lost instructional  
16       time.

17              (8) Extended classroom instruction is needed  
18       for all students who lost valuable lesson time as a  
19       result of the September 11, 2001, terrorist attack.  
20       Without this extra help, student performance on  
21       high-stakes standardized tests may suffer. Failure to  
22       prepare students adequately for State and city ex-  
23       aminations will increase the risk for such students to  
24       repeat a grade and further strain the already limited  
25       resources of the school system.



1           (9) A recent study commissioned by the Board  
2       of Education of the City of New York, New York,  
3       and conducted by Applied Research and Consulting  
4       and the Columbia University School of Public  
5       Health found profound effects since September 11,  
6       2001, on the mental health of schoolchildren across  
7       New York City, New York, not just those in close  
8       proximity to Ground Zero. Their report indicates  
9       that more than a fourth of New York City school-  
10      children surveyed in the 4th through 12th grades  
11      are suffering from at least one trauma-related dis-  
12      order in the wake of last fall's attack on the World  
13      Trade Center. These disorders include major depres-  
14      sion (8.4 percent), posttraumatic stress (10.5 per-  
15      cent), agoraphobia (15 percent), separation anxiety  
16      (12.3 percent), acting out (10.9 percent), general  
17      anxiety (10.3 percent), and panic anxiety (9.3 per-  
18      cent).

19           (10) Based on the findings of this study,  
20      NYCPS needs additional resources for mental health  
21      and trauma counseling and other appropriate sup-  
22      port services to meet the mental health needs of stu-  
23      dents impacted by the single worst terrorist attack  
24      in the United States.



1           (11) The NYCPS system incurred significant  
2           expenses as a result of the terrorist attack. These  
3           costs include clean up and repair costs, loss of text-  
4           books and classroom supplies, and transportation  
5           and food revenue losses. The Federal Emergency  
6           Management Agency and other Federal agencies  
7           have yet to provide adequate resources to address  
8           these losses.

9           (12) The Federal Government provided re-  
10          sources to the school systems of Miami-Dade, Flor-  
11          ida, Los Angeles, California, and Columbine, Colo-  
12          rado after those districts incurred extraordinary ex-  
13          penses resulting from a traumatic event or disaster.  
14          The Government needs to partner with the New  
15          York City public school system to ensure that it re-  
16          ceives similar Federal assistance in the wake of this  
17          tragedy.

18          (13) The President of the United States in-  
19          structed the Federal Emergency Management Agen-  
20          cy on September 11, 2001, to do whatever it takes  
21          to help those affected by the terrorist attacks. The  
22          Federal Emergency Management Agency needs to  
23          commit to ensuring that those instructions are car-  
24          ried out.



1 (b) PURPOSE.—The purpose of this Act is to ensure  
2 that the Federal Emergency Management Agency and  
3 other appropriate Federal agencies have the authority and  
4 direction to provide necessary resources to the New York  
5 City public school system to meet any extraordinary ex-  
6 penses resulting from the terrorist attacks of September  
7 11, 2001 and to prevent any of the resulting financial  
8 losses from infringing on the ability of the system to pro-  
9 vide all school children of New York City, New York, with  
10 a fair and equal opportunity to obtain a high-quality edu-  
11 cation.

12 **SEC. 2. USE OF FUNDS.**

13 From the amounts appropriated to the Federal  
14 Emergency Management Agency for fiscal year 2002,  
15 \$161,000,000 may be used to compensate the New York  
16 City, New York, Board of Education for additional oper-  
17 ational and education-related expenses (including mental  
18 health and trauma counseling and other appropriate sup-  
19 port services) for the period beginning September 11,  
20 2001 and ending December 31, 2002, resulting from the  
21 terrorist attack on New York City, New York, on Sep-  
22 tember 11, 2001, including the following activities:

- 23 (1) Providing additional classroom instruction  
24 time and related activities to students who lost in-  
25 structional time as a result of the terrorist attack.



1           (2) The cost of providing mental health and  
2           trauma counseling and other appropriate support  
3           services to students suffering from trauma-related  
4           disorders resulting from the events of September 11,  
5           2001.

6           (3) The cost of providing guidance and grief  
7           counseling and mental health services, including  
8           overtime payment for counselors and mental health  
9           professionals, for students and school staff.

10          (4) Clean up and structural inspections and re-  
11          pairs of school facilities.

12          (5) Reimbursement for textbooks and other  
13          school supplies and equipment used to support the  
14          relocation of students from schools in the Lower  
15          Manhattan area of New York City, New York.

16          (6) The cost of relocating students, including  
17          transportation of students relocated from schools  
18          such students attended at the beginning of the  
19          2002–2003 school year to temporary school facilities  
20          and reimbursement for the amount expended for the  
21          daily rate of bus service paid by the New York City,  
22          New York, Board of Education.

23          (7) Reimbursement for loss of perishable food  
24          stock and revenue lost from food services.

